

Teaching Faculty to Incorporate the Library Into Their CMS Course Site
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Annotated Bibliography

Purpose and scope:

- Selected articles and web sites to get you started thinking about the importance of integrating library resources and services into course management software and to give you some specific ideas about how to do so at your institution.
- Selected articles to get you started thinking about the benefits and challenges of librarians providing instruction to faculty in particular, and the librarian-faculty relationship in general.

Literature on Integrating Library Resources and Services Into Course Management Software:

These articles and web sites will help you think about the various ways library resources and services can be integrated into your institution's course management software environment in general or into individual faculty course sites. These vary from very practical lists that could be the basis of a handout that you distribute to faculty using course management software in your institution, to articles discussing creative ways to seamlessly integrate library resources and services into an institutions' overall course management software environment, to thought-provoking pieces on the future of libraries in course management software.

Web Sites (including date accessed)

Eastern Kentucky University Libraries. [Integrating library resources into Blackboard](http://www.library.eku.edu/faculty/blackboard.php). 27 April 2004 <<http://www.library.eku.edu/faculty/blackboard.php>>. Eastern Kentucky University's guide for faculty.

McClure, Merinda. [Blackboard: Faculty guide to integrating the library's subscribed electronic resources](http://www.lib.umd.edu/research/guide/pdf/fac_bbguide.pdf). 27 April 2004 <http://www.lib.umd.edu/research/guide/pdf/fac_bbguide.pdf>. Includes a very clear explanation of why and how to append resource URLs with proxy server information.

Naval Postgraduate School Dudley Knox Library. [Integrating library resources and services into your blackboard course site](http://library.nps.navy.mil/home/blackboard.htm). 27 April 2004 <<http://library.nps.navy.mil/home/blackboard.htm>>. This is a web version of the handout I provide to faculty suggesting ways they can integrate library resources and services into their Blackboard courses.

Southeastern Wisconsin Information Technology Exchange. Top ten ways librarians can make good use of course management software. 27 April 2004
<<http://caspian.switchinc.org/SWITCH/UGROUPS/opacrefmin/resources/toptenlistCMS.pdf>>.

An excellent list of ways that librarians can inject themselves into their institution's course management environment.

Wayne State University. Integrating online library resources into web-based course content. 27 April 2004

<http://www.lib.wayne.edu/services/instruction_tutorials/etoolbox/index.php>.

Provides instructions on how to create direct links to articles in licensed databases.

Journal Articles

Carlson, Scott. "New allies in the fight against research by Googling." The Chronicle of Higher Education 49.28 (2003): A.33.

Discusses importance of injecting library resources and services into course management software and describes efforts at various institutions to do so.

Cohen, David. "Course-management software: Where's the library?" EDUCAUSE Review 37.3 (2002): 12.

Discusses importance of integrating library resources and services into course management software and presents some ideas about how to do this.

Cox, C. "Becoming part of the course." College and Research Libraries News 63.1 (2002): 11-13.

Presents what is now a standard list of ideas for integrating library resources into faculty Blackboard course sites.

Lenholt, Rob, Barbara Costello and Judson Stryker. "Utilizing Blackboard to provide library instruction: Unloading MS Word handouts with links to course specific resources." Reference Services Review 31.3 (2003): 211.

Describes Stetson University librarian's successful initiative to upload library resource and instruction handouts (in Word format) to faculty course sites. The ability to create active web links in Word was especially helpful.

Riedel, Tom. "Added value, multiple choices: Librarian/faculty collaboration in online course development." Journal of Library Administration 37.3/4 (2002): 477-487.

Describes Regis University Library's collaborative efforts with their institution's instructional designers to integrate library resources and services into online courses.

Shank, John D., and Nancy H. Dewald. "Establishing our presence in courseware: Adding library services to the virtual classroom." Information Technology and Libraries 22.1 (2003): 38.
Discusses importance of integrating library resources and services into course management environment, and provides excellent suggestions on how to do so at both the macro (global) and micro (individual course) level.

Snavey, L., and H. Smith. "Bringing the library to students: Linking customized library resources through a course-management system." ACRL Eleventh National Conference, Charlotte, 10-13 April 2003
<<http://www.ala.org/ala/acrl/acrlvents/snaveysmith.pdf>>
Describes innovative effort at Penn State to use customized software to make relevant library resources and services automatically available in the course management software environment.

Literature to get you started thinking about the benefits and challenges of librarians providing instruction to faculty in particular, and the librarian-faculty relationship in general.

This topic has been written about extensively, and this bibliography is by no means comprehensive.

Akers, C., N. Martin and T. Summey. "Teaching the teachers: Library instruction through professional development courses." Research Strategies 17.2/3 (2000): 215-221.
Describes the development, delivery, assessment and benefits of library instruction professional development courses for faculty at Emporia State University.

Chapman, J. M., and M. A. White. "Building bridges with faculty: the evolution and outcomes of library workshops for faculty at Valdosta State University." Technical Services Quarterly 19.1 (2001): 25-37.
Describes development, delivery, assessment and benefits (both expected and unexpected) of library instruction workshops for faculty at Valdosta State University.

Johnson, Eric W. "Library instruction for faculty members." The Reference Librarian 10(1984): 199-204.
Discusses the challenges and benefits of educating faculty about library resources and services. The more things change the more they stay the same!

Kotter, W. R. "Bridging the great divide: Improving relations between librarians and classroom faculty." Journal of Academic Librarianship 25.4 (1999): 294-303.
The article abstract in JAL says it all, "Based on comprehensive literature review, this article articulates a rationale for seeking improved librarian-faculty relations, explores various methods for evaluating the quality of librarian-faculty relations, discusses several published examples of programs intended to improve these relations, and calls for increased attention to the evaluation of such programs."

Lipow, Anne G. "Outreach to faculty: Why and how." Working with Faculty in the New Electronic Library: Papers and Session Materials Presented at the Nineteenth National LOEX Library Instruction Conference, Ypsilanti, 10-11 May 1991. Ed. Linda Shirato. Ann Arbor: Pierian Press, 1992. 7-24.

Good basic piece on the importance of and ways to do outreach to faculty.

Price, G. "User education in higher education: Helping academics join the learning environment." IATUL Proceedings (New Series). 9. 1999.
<<http://www.iatul.org/conference/proceedings/vol09/papers/price.html>>
Discusses why faculty don't use or know how to use library resources, and what librarians can do about it.

Quigley, B. D., G. M. Church and A. Peterson. "Defining the need for information technology instruction among science faculty." Science and Technology Libraries 20.1 (2001): 5-42.
Describes thought-provoking results of a survey of science faculty at Texas A&M. Finds that faculty awareness of available library resources is low, that they aren't generally interested in participating in librarian-led instruction sessions, and that their perceived instructional needs do not always match their actual needs.